

CHAPTER III

RESEARCH METHOD

In this research, the researcher analyses *A Streetcar Named Desire* by using descriptive qualitative research consists of method collecting, describing, clarifying, analysing data, and drawing the conclusion.

A. Type of the Study

The type of this research is descriptive qualitative research, because it does not need statistic data to get the fact but it is a research which is result of the data is a written data. Descriptive qualitative researcher continues to collect data until the researcher found a point of data saturation.

B. Object of the Study

1. Material Object

The writer use the script written by TennesseeWilliam “A Streercar Named Desire” (1947) published by Signet Publishing as the material object of the study.

2. Formal Object

The writer use the mental disruption as the formal object of the study.

3. Type of Data and Data Source

The type of data in *A streetcar Named Desire* drama script contains of words, phrases, and sentences which are used to analyse the drama script. There are two types of data sources which are needed to conduct this paper:

C. Primary Data Sources

The primary data source of the Study is *A Streetcar Named Desire* by Tennessee William is published in 1947. The data involves words, phrase, and sentences.

D. Secondary Data sources

The sources of secondary data are taken from other resources which are related to the study; it can be articles, website, journal, biography of the author and some books which dealing with the research.

E. The technique of collecting data

The technique of collecting data of the researcher used in this research is library research by collecting and selecting both of primary and secondary data sources compatible with the problem statement and objectives of the study. The steps are as follows:

1. Reading *A Streetcar Named Desire* drama script repeatedly.
2. Browsing to the internet to get some information from article and journals related to object of the study.
3. Find some theory from reading comprehensive of books which contain psychoanalysis theory.
4. Taking notes of important information.
5. Identifying the problem and finding the data.
6. Arranging the data into several parts according to its classification.

F. Credibility of Data

The credibility criterion involves establishing that the result of qualitative research is credible or believable from the perspective of the participant in the research. Credibility of data consists internal and external

validity. In this study, researcher uses an internal validity. Internal validity (credibility) can be done by: a). Extend the period of observation, b). Conducting continuous observation, c). Data triangulation, d). Discuss with others (peer debriefing), e). Analyse the negative case, f). Using reference materials, and g). Hold check. (Nasution 1996:114). One of credibility data is conducting continuous observation. Continuous observation, the constant and continuous observation, researchers will be able to pay attention to something more closely, detailed and in-depth. Continuous observation will finally be able to find which ones need to be observed and which do not need to be observed in accordance with the data acquisition effort.

G. Technique of Data Analysis

In order to analyse A Streetcar Named Desire, the researcher uses a psychoanalysis approach and applies it using descriptive analysis which concerns to make some interpretation of dealing with drama script. Bogdan and Biklen (1982: 145) define that “descriptive qualitative data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, and searching for patterns. Discovering what is important and what is to be learned, and deciding what you will tell others”.

Typically, qualitative evaluation, like qualitative research, draws on methods of interviewing, observation, and document analysis (Coughlan and Bran nick, 2001; Greenwood and Levin, 1998; Patton, 1990; Reason and Bradbury, 2000; Shaw, 1999). The conference process provided participants with structured activities directed to the development of generic qualitative, or ‘humanist’, research skills such as: active listening and questioning, participant observation, and reflective journal writing.